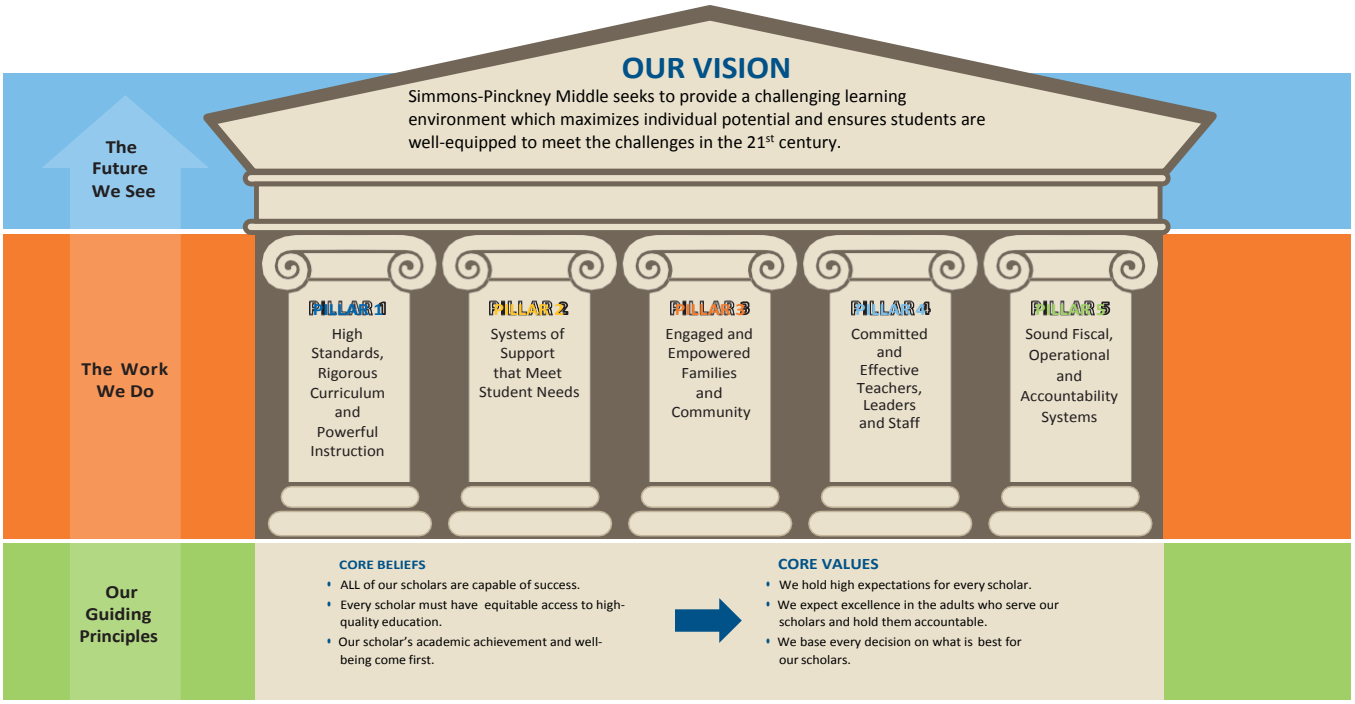
New Generation of Learners: Simmons-Pinckney Middle – Our Framework for Success



At Simmons-Pinckney Middle we welcome and embrace the uniqueness of all scholars. We believe all scholars can achieve at high levels when high expectations are placed upon them, resources are used effectively, and opportunities are provided to them. Our scholars will leave Simmons-Pinckney Middle confident, independent learners. They will have the 21st Century skills necessary to be competitive, contributing citizens of the future.

First: we need **high standards, rigorous curriculum and powerful instruction** for all scholars regardless of their neighborhood, diverse learning needs or level of proficiency. We must go beyond the basics to ensure that scholars become critical thinkers, effective communicators and responsible global citizens. The definition of core instruction must be expanded to include the arts, health, physical education and extracurricular activities. (STEAM)

Second: we need robust **systems of supports that meet all of our schloars' needs** because every scholar is unique. High expectations for all scholars must be coupled with a holistic approach that supports the individual needs of each. We must also remove barriers to learning with practices that promote scholar's health and safety, social and emotional development, school attendance and college and career preparation.

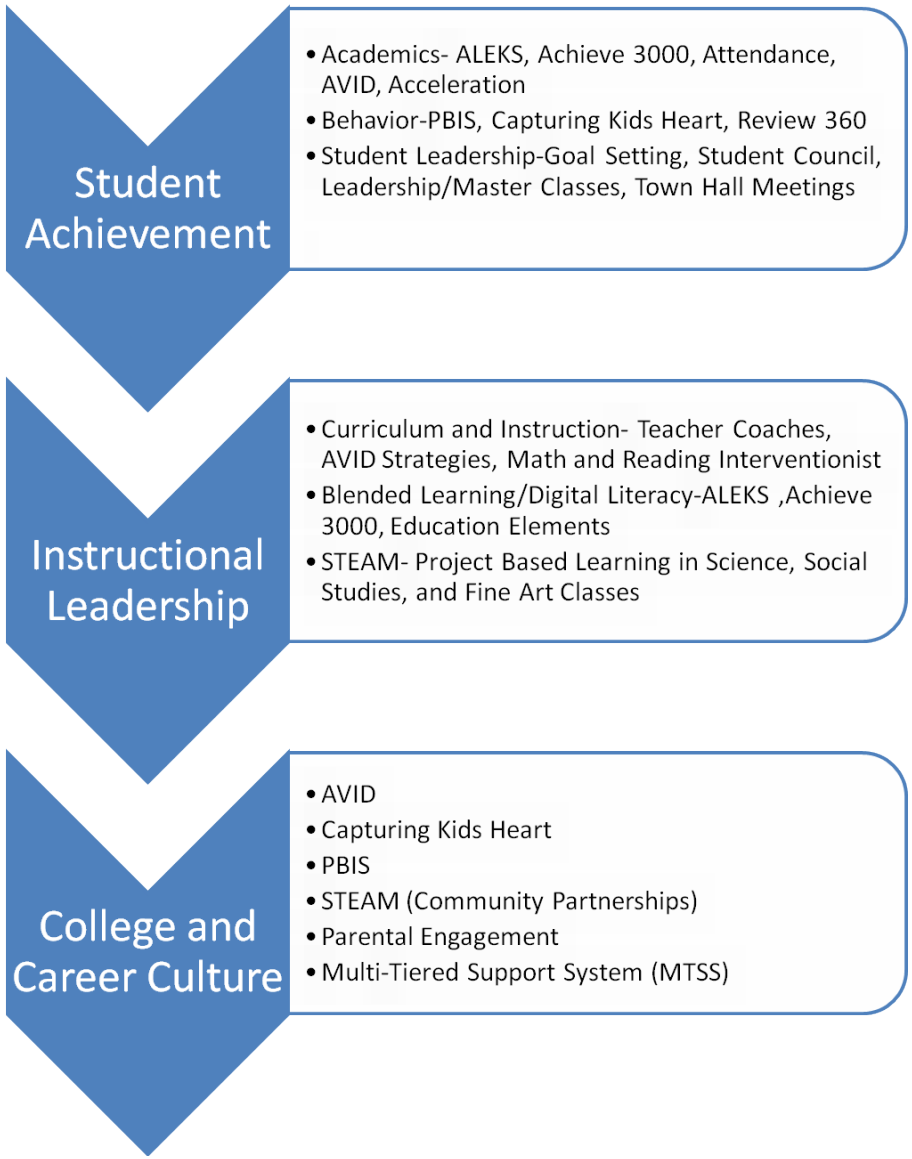
Third: for scholars to achieve at the highest level, the school needs **engaged and empowered fami- lies and communities.** Parents must be empowered as leaders who can advocate for their children and for all the community's children. Meanwhile, school and district leaders must be resourceful in identifying community partners who can support children's growth and learning.

The **fourth** pillar is to ensure **committed and effective teachers, leaders and staff.** Our teachers, principals and administrators will be valued and developed, will hold themselves accountable and will be rewarded for success. We must ensure we are the place where the best talent comes to work.

And the **fifth** and final pillar is that we need **sound fiscal, operational and accountability systems.** Priorities that lead to scholar success must drive planning, spending and accountability at the school level. Every employee needs to be held accountable for student outcomes and also provided with useful data and guidance in working toward those goals.

Outcomes

- By spring 2017, at least 70% of students in grades 6-8 will have exceeded their fall to spring MAP reading and math growth targets by one and a half times.
- At least 70% of students in grades 6-8 will have scored at or above the 25th percentile on spring 2017 MAP reading and math.



- The percent of students who receive an out-of-school suspension in 2016-2017 will decrease to 5% or lower.

- By June 2017, student engagement will increase as measured by at least 93% of students indicating on the state department's student survey that they are satisfied with the learning environment.

- By June 2017, teacher satisfaction will increase as measured by at least 85% of teachers indicating on the state department's teacher survey that they are satisfied with the learning environment.

Simmons-Pinckney Middle Support Teams

School Leadership Team
Associate Principal
Teachers
Dr. Barbara Dilligard, Executive Director of the Burke Campus

Chief Academic Officer
Dr. Valerie Harrison

Community Outreach/Liaison
Katie Bredenkamp, Lead

Elementary Learning Community
Terri Nichols, Lead
Dr. Joseph Williams, Middle School Executive Director

Education Elements
Esperanza Agnew, Lead
Anthony Kim
Angela Chubb
Daniel Johnson

Simmons-Pinckney Middle Plan

	Goal	Action	Timeline	Process	Measure	Target
Culture for Learning	To develop a collaborative learning community among adults	Conduct discussion groups using *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* and selected leadership reading.	May-Aug., 2016	• Participation in discussion and activities • Application in classroom and adult work groups	• SDE Teacher & Student Surveys	• 85% of students and teachers will agree that "students from different backgrounds get along well at my school."
		Establish a school leadership team that meets regularly to evaluate culture for learning, learner agency, literacy, and numeracy.	May, 2016-June, 2017	• Regular leadership team meetings with focused action items and iterations based on team decisions • Regular communication to all school staff, students, and parents on core goals with feedback loops • Implementation of processes to seek input from all stakeholders	SDE Teacher & Parent Surveys	On spring 2017 survey administration, at least: • 95% of teachers will agree that "the school administration arranges for collaborative planning and decision making." • 95% of teachers will agree that "the school administration communicates clear instructional goals for the school." •75% of teachers will agree that "parents are involved in school decisions through advisory committees." •80% of parents will agree that "my child's school includes me in decision-making." •90% of parents will agree that "my child's school gives me information about what my child should be learning in school."

	Goal	Action	Timeline	Process	Measure	Target
Culture for Learning, cont.	To develop a collaborative learning community among students and between students and adults	Implement with fidelity a culturally relevant system of multi-tiered practices and support for students.	May- Oct., 2016	• Analysis of school data on student discipline infractions, attendance, and engagement. • Review of PBIS framework with all school staff and seek input on strengths and weakness of implementation • Implementation of Capturing Kids Hearts • Determination of process for sharing system with all stakeholders • Monitoring of effectiveness of implementation in first quarter of school year 2016-17 • Adjusted or iterated practices as indicated by progress monitoring • Implement Cornell Notes from AVID program school-wide and begin AVID cohort in fall of 2016-2017.	SDE Teacher Survey PBIS School-Wide Evaluation Tool (SET)	• At least 95% of teachers will agree that "student assessment information is effectively used by teachers to plan instruction." • All teachers will agree that "student assessment information is used to set goals and plan programs for my school." • Level of PBIS implementation will improve from baseline to spring 2017 in all areas of the SET (e.g., staff questions, team member questions, student questions, posting of expectations and crisis plans). • Capturing Kids' Hearts implementation tool will indicate that the program is implemented at a high level.
		Develop and implement a daily team time within and among classrooms.	May-Oct., 2016	• Determination with school leadership team and input from all staff the core beliefs and concepts to be shared with students (e.g., how the brain learns, how we communicate in our school and classroom, how to organize myself for learning, how to keep track of my progress, etc.) • Implementation daily team time • Monitoring of effectiveness of implementation in first quarter of school year 2016-17 • Adjustment or iteration of practices as indicated by progress monitoring.	SDE Teacher Survey	• At least 90% of teachers will agree that "Teachers at my school collaborate for instructional planning."

	Goal	Action	Timeline	Process	Measure	Target
Learner Agency	To maintain a consistent focus on research-based and data-driven decision making	Conduct summer institutes, embedded professional development, and coaching in using a variety of data to inform instruction and instructional formats.	June, 2016-May, 2017	• Assessment of school readiness • Analysis of school and classroom data by school leadership team • Participation of staff in foundations workshops, discussions, and activities to develop a shared understanding of personalizing learning through a variety of instructional models and approaches • Creation of school instructional model(s) which includes blended learning formats to align vision with student academic needs • Coaching observations and Learning Walks • Application of model(s) in classroom through a variety of small group and independent learning opportunities	SDE Teacher Survey PD participation records Observations and Learning Walks	On spring 2017 survey administration, at least • 98% of teachers will agree that "effective instructional strategies are used to meet the needs of low achieving students." • 90% of teachers will agree that "instructional strategies are used to meet the needs of academically gifted students." • All teachers will agree that "student assessment information is used to set goals and plan programs for my school." • All staff members will participate in personalized learning professional development.
		Conduct summer institutes, embedded professional development, and coaching in effective use of technology as a tool for teaching and learning.	Aug., 2016-June, 2017	• Assessment of teacher and student proficiency in using technology • Participation of staff in personalized technology training • Training in coaching observations and Learning Walks	PD participation records	• All staff members will participate in personalized learning professional development.

	Goal	Action	Timeline	Process	Measure	Target
Learner Agency, cont.	To develop student skills in ownership of learning	Conduct whole group, small group, and individual opportunities for students to understand learning goals, progressions, and proficiency levels.	Aug., 2016-June, 2017	• Analysis of student understanding of learning goals, progressions, and proficiency levels • Development of school wide plan and approach for increasing student understanding of learning goals, progressions, and proficiency levels • Implementation of plan		
		Provide instruction and practice for students in effective use of technology as a tool for learning.	May-Oct., 2016	• Analysis of student proficiency in technology use • Development of school wide plan for increasing student proficiency in technology use • Implementation of plan		

	Goal	Action	Timeline	Process	Measur	Target
Literacy	To ensure high quality teaching that accelerates student achievement in literacy and increases student engagement	Implement a school wide focus on rigor.	May, 2016-June, 2017	• Instruction, modeling, and coaching for teachers in district curriculum maps and pacing guides • School wide alignment of instruction and assessment with curriculum maps and pacing charts • Instruction, modeling, and coaching for teachers in formative assessments	MAP Reading	• By spring 2017, at least 85% of students in grades 6-8 will have exceeded their fall to spring MAP reading growth targets by one and a half times. • By spring 2017, at least 85% of students in grades 6-8 will have scored at or above the 30th percentile on MAP reading spring 2017 testing.
		Implement a school wide balanced literacy approach.	May, 2016-June, 2017	• Instruction, modeling, and coaching for teachers in skills and strategies that provide a balanced approach to literacy, such as text leveling, reading/writing workshop, analysis of formative data, grouping for instruction, intervention/RTI, utilization of Reading Recovery for Tier III first graders, and other elements of a balanced approach • Alignment of literacy approach with district literacy plan • Observations and Learning Walks	SDE Teacher Survey	• At least 95% of teachers will agree that "students assessment information is effectively used by teachers to plan instruction."
		Incorporate the effective use of technology and digital content as a tool for teaching and learning.	May, 2016-June, 2017	• Instruction, modeling, and coaching for teachers in skills and strategies to incorporate technology and digital content (blended learning), such as Achieve3000 • Observations and Learning Walks		

	Goal	Action	Timeline	Process	Measures	Objectives
Numeracy	To ensure high quality teaching that accelerates student achievement in numeracy and increases student engagement	Implement a school wide focus on rigor.	May, 2016-June, 2017	• Instruction, modeling, and coaching for teachers in district curriculum maps and pacing guides • School wide alignment of instruction and assessment with curriculum maps and pacing charts • Instruction, modeling, and coaching for teachers in formative assessment, including the On-Going Assessment Project (OGAP)	• MAP Math	• By spring 2017, at least 85% of students in grades 6-8 will have exceeded their fall to spring MAP math growth targets by one and a half times. • By spring 2017, at least 85% of students in grades 6-8 will have scored at or above the 30th percentile on MAP math spring 2017 testing.
		Implement a school wide numeracy approach.	May, 2016-June, 2017	• Instruction, modeling, and coaching for teachers in skills and strategies that lead to accelerated achievement in numeracy • Alignment of numeracy approach with district numeracy plan • Observations and Learning Walks		
		Incorporate the effective use of technology and digital content as a tool for teaching and learning.	May, 2016-June, 2017	• Instruction, modeling, and coaching for teachers in skills and strategies to incorporate technology and digital content (blended learning), such as ALEKS • Observations and Learning Walks		